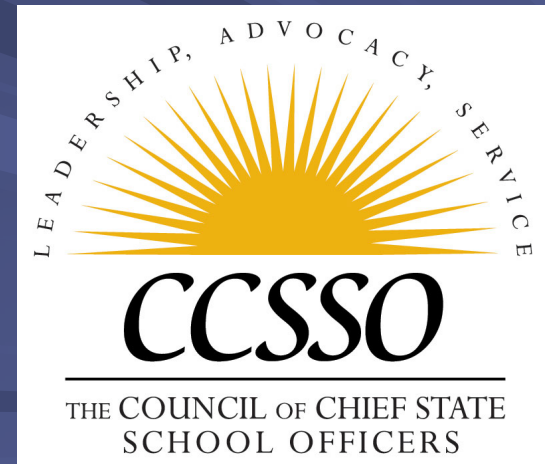
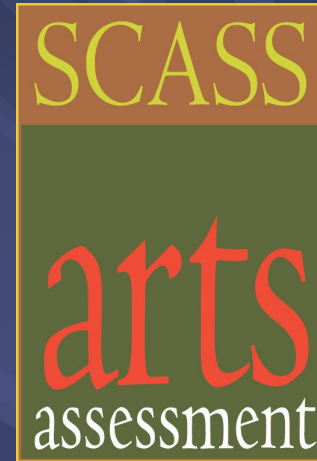


SCASS Arts

“Guidelines for Arts Assessment”

Arts Assessment Training
Series

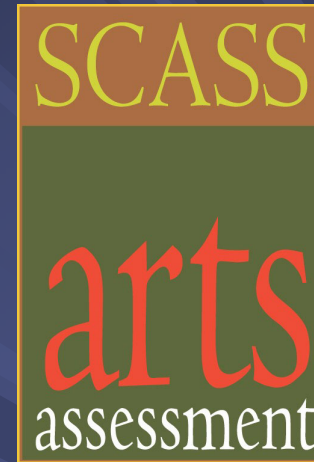


SCASS Arts

“Guidelines for Arts Assessment”

State Collaborative on
Assessment and Student
Standards (SCASS) Arts
Education Assessment
Consortium- A project of the
Council of Chief State School
Officers (CCSSO)

Arts Assessment Training
Series



“Guidelines for Arts Assessment” is based on the National Assessment of Educational Progress (NAEP) steering committee guidelines, published in the *1997 Arts Education Assessment Framework* (1994) as part of the Arts Education Consensus Project.

NAEP Arts Education Consensus Project and publication

Approved by the **National Assessment
Governing Board**

Prepared by
**The Council of Chief State School Officers
with The College Board and The Council
for Basic Education**

Guidelines for Arts Assessments

1.

Standards, curriculum, instruction, and assessment should work together to produce a mutually reinforcing system of unified expectations.

Guidelines for Arts Assessments

2.

The assessment should assess students' knowledge, attitudes, and performance in the modalities and forms of expression characteristic of the discipline as well as verbal or written linguistic modes.

Guidelines for Arts Assessments

3.

The assessment should honor the discrete disciplines, but should at the same time encourage students to see the learning experience as a unified whole that seeks and creates connections with other disciplines.

Guidelines for Arts Assessments

4.

The assessment should affirm and articulate the content as a way of knowing and a form of knowledge with a unique capacity to integrate the intellect, the emotions, and physical skills in the construction of meaning.

Guidelines for Arts Assessments

5.

Assessment systems should explore the appropriate use of: on-demand as well as curricular embedded and collections of student work (portfolios); performance tasks, open-ended, constructed responses as well as traditional forced choice formats.

Guidelines for Arts Assessments

6.

The assessment should go beyond quantification to include a student's use of critical judgment. An effort should be made to ensure that reporting includes descriptive information on student performance as well as numerical data.

Guidelines for Arts Assessments

7.

Assessments should connect with a students' life outside of school, so that students can use their personal knowledge of everyday experience and community resources.

Guidelines for Arts Assessments

8.

Where possible, the assessment should examine and report on developing abilities, so that younger and older students exhibit stages in the development of the same capability.

Guidelines for Arts Assessments

9.

Assessments should use a common list of back-ground variables or contextual information to recognize differences and inequities in school resources and conditions related to achievement, such as teacher qualifications, instructional time, school structure, cultural and social background of the school community, and incentives. This recognition must be evident in reporting the data. Results have meaning only in terms of the availability and continuity of meaningful instruction.

Guidelines for Arts Assessments

10.

The assessment should address both processes and products, and expand the public's information about the importance of each.

Guidelines for Arts Assessments

11.

The assessment should be based on a comprehensive vision of education and should communicate that vision clearly. The assessment should focus on what ought to be rather than what is, but idealism should be tempered with reality. Hence, exercises should model multifaceted and thoughtful activities, without making unreasonable demands on time, materials, and human resources.

Guidelines for Arts Assessments

12.

To stimulate understanding and support for education, the assessment should recognize needs and produce helpful information for a variety of audiences—students, parents, teachers, and administrators; local, state and national policymakers; and community members such as business persons,—and be disseminated in a variety of ways for the different audiences.

SCASS Arts

“Guidelines for Arts Assessment”

Adopted from the National Assessment of Educational Progress (NAEP) Assessment Framework and specifications for Arts Education, 1994.

Arts Assessment Training Series